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ABSTRACT

The Texas Education Agency's teacher and teacher aide guide for programs involving the education of migrant children discusses the following topics in relation to the Texas Child Migrant Program: philosophies of migrant education, instructional programs, and preschool programs; planning and preparation for preschool teachers and aides; nonverbal communication; types of program structures; teacher-teacher aide interpersonal relationships; utilization of teacher aides; ancillary services; parental education; and the use of consultants from regional educational service centers. A 14-page bibliography pertinent to the education of migrant children is included. (AI)

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A TEACHER AND TEACHER AIDE GUIDE
FOR
PROGRAMS FOR THE EDUCATION
OF
MIGRANT CHILDREN

Migrant and Preschool Programs
Texas Education Agency
Austin, Texas
Fall 1970

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COMPLIANCE WITH TITLE VI, CIVIL RIGHTS ACT OF 1964

DISCRIMINATION PROHIBITED -- Title VI of the Civil Rights Act States:

"No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subject to discrimination under any program or activity receiving Federal financial assistance." Title I, migrant education program of the Elementary and Secondary Education Act of 1965, like every program or activity receiving financial assistance from the Department of Health, Education, and Welfare, must be operated in compliance with the law, and with the rules, regulation and orders threrunder issued by the Secretary and signed by the President published in 45 CFR Part 80 to implement it.

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THE DEFINITION OF A MIGRANT CHILD
United States Office of Education

"A migratory child of a migratory agricultural worker is a child who has moved with his family from one school district to another during the past year in order that a parent or other member of his immediate family might secure employment in agriculture or in related food processing activities."

This is the only definition which can be used when placing children in migrant programs. Such criteria as late entry and achievement tests are meaningless unless the student meets the above definition.

PHILOSOPHY OF MIGRANT EDUCATION

The Texas Child Migrant Program is based on the belief that the purpose of our school system is to provide educational opportunities for all children; opportunities that will enable each child to function creatively and usefully in dignity and freedom. Each individual has the potential for useful contribution to society and the right to a meaningful educational program that will make provision for his academic, social, physical, and psychological development. Much of the child's success in such a broad and comprehensive program is dependent on the attitudes of parents, educators, and community.

As a result of his mobility and his difficulties in the use of English as a second language, the migrant child has need for special help. The Texas Child Migrant Program is committed to the philosophical principles which provide the basis for:

- . a program that will help the migrant realize his highest potential, creatively and usefully
- . a program that will enable him to take his place in the mainstream of the educational program as soon as he is equipped to function successfully there
- . a program that will keep doors of opportunity open for the migrant child, that will not force him through a door he chooses not to enter, but will assure him an opportunity for fulfillment beyond the door of his choice.

PHILOSOPHY OF THE INSTRUCTIONAL PROGRAM

The Texas Child Migrant Program came into being because the regular school program was not meeting the special needs of the migrant child. Therefore, certain desirable changes should take place in the classroom and in administrative policies.

The proposal for effective change in the instructional program is based on the following beliefs:

- . Strengths as well as weaknesses of the migrant child must be considered.
- . An atmosphere of warmth and acceptance must be created not only in the classroom but in the school.
- . Learning experiences in school must be related to the child's cultural heritage and to his experiences at home and during periods of migration.
- . Adequate provision must be made for development of communication skills, assuring an acceptable fluency in oral English before beginning instruction in reading English.

- . Meaningful learning experiences must be provided for the socially promoted child, experiences appropriate for his chronological age and for his achievement level.
- . Techniques of teaching English as a second language and techniques of bilingual instruction should be used as an integral part of the curriculum since ninety-five percent of the Texas-based migrant children speak Spanish as their first language.

PHILOSOPHY OF THE PRESCHOOL MIGRANT PROGRAM

The Texas Education Agency does not envision the preschool program as a downward extension of first grade, but rather as a program uniquely adapted to meet the needs of the individual child at the five-year old level.

A preschool program should provide a rich environment for living, thinking, and learning which will assist each child in experiencing success at the present and upon which subsequent success can be built. It should provide learning experiences to foster the intellectual, physical, emotional and social development of the child. It is hoped that the program will develop in the child a larger speaking and meaning vocabulary and a greater facility in the use of oral language.

The program should not focus on the mechanics of reading, writing, and arithmetic. It is not to be a reading readiness program. The child is not to be seat-bound, ditto-color-sheet-bound, paper-pencil bound, workbook-bound, or test-bound.

It is hoped that by providing the child with a preschool program in which he can develop concepts, have experiences needed for learning, and develop a facility in oral English, he will be given the educational experiences which he lacks and which are crucial to success in the academic program.

PREPARATIONS AND PLANNING FOR PRESCHOOL TEACHERS AND AIDES

With the recognition of the urgency of the problems of educating the migrant child has come the realization of the importance of the early childhood years. The preschool now stands as one of the major contributions to the education of the child who enters school speaking a language other than English.

So great is the value attached to the preschool that many teachers and aides will be beginning their school assignment before the migrant children return to Texas. Those same teachers and aides will continue their school assignment after the children leave for another migration.

Listed below are many pertinent and relevant activities which the teacher and aide can engage in prior to the child coming to school.

- I. Checking and Studying Professional Literature on Preschoolers
- II. Setting Goals
- III. Planning for Evaluation

- IV. In-depth Planning with the Aide
- V. Studying Selected Language and Other Content Area Materials
- VI. Planning Curriculum -- Units and Daily Lessons
 - A. Language
 - 1. Methods and techniques
 - 2. Content to be included
 - 3. Materials to be used
 - B. Arithmetic Unit
 - 1. Concepts to be developed
 - 2. Materials needed
 - 3. Techniques for presentation
 - C. Science Units and Science Center
 - 1. Concepts to be developed
 - 2. Selection of animals
 - 3. Plans for seasons of year
 - 4. Selection of plants and seeds
 - 5. Plans for simple experiments
 - D. Social Studies
 - 1. Concepts to be developed
 - 2. Materials needed
 - 3. Time to be allotted
 - 4. Methods and techniques
 - E. Self-concept Development
 - F. Art
 - G. Music
 - H. Literature
 - I. Physical Education
- VII. Consulting with other Preschool Teachers or with Supervisor
- VIII. Attending Workshops and In-service Training (both teacher and aide)
- IX. Recruiting Students
- X. Plans for Home Visitation
- XI. Plans for Field Trips
 - A. Contacting resource people
 - B. Administrative approval for field trips
 - C. Preparing parental permission forms
 - D. Suggestions for trips
 - 1. A walk around the school
 - 2. Visit to business section of town
 - 3. Visit to fire station
 - 4. Visit to park
 - 5. Visit to airport
 - 6. Visit to supermarket
- XII. Developing Folders for Each Child
 - A. Samples of child's work
 - B. Inventory list
 - C. Evaluation information
- XIII. Preparing Inventory of New Materials
- XIV. Use of Tape Recorder
 - A. Taping stories correlated with units to be introduced
 - B. Learning songs and music for presentation to class
- XV. Selection and Preparation of Pictures
 - A. Laminating
 - B. Framing
 - C. Pictures that illustrate ideas presented in the lessons
 - D. Use in story telling
 - E. Use in conversation
 - F. Use in oral language

- XVI. Art Supplies
 - A. Cutting paper
 - B. Modeling clay
 - C. Large crayons
 - D. Brushes
 - E. Scissors
 - F. Box of odds and ends
- XVII. Arranging Room
 - A. Checking all utilities
 - B. Arranging for repairing and cleaning furniture
 - C. Repairing broken toys -- painting
 - D. Arranging for washing and ironing doll clothing
 - E. Checking lighting
 - F. Arranging shelves for children
 - G. Arranging storage area for coats
 - H. Arranging interest centers, leaving play areas open
 - I. Checking lavatories
 - J. Checking for paper towels
 - K. Arranging storage cabinets or shelves
 - L. Planning and arranging bulletin boards
- XVIII. Checking Outside Playground
- XIX. Other Materials and Equipment
 - A. Becoming acquainted with audio-visuals
 - B. Researching materials available in school

NON-VERBAL COMMUNICATION

A major aim of the Child Migrant Program is to equip the child with the skills he needs to communicate effectively. The language arts program deals with verbal communication, but many children find it easier to express themselves non-verbally in such socially acceptable forms as facial expressions, art, music, dance, and drama. At times the child resorts to socially unacceptable forms - temper outbursts, crying, and misbehavior, and the teacher must be able to look behind such actions for their cause. Through empathy he is better able to understand the child's actions and to allow him to experiment with his feelings while helping him to avoid an unhealthy sense of guilt.

Thus, the effective teacher provides opportunities for the child to use a variety of expressions. Using empathic responses, he helps the child understand the actions that are undesirable. Such acceptance allows the child to feel that he is a unique individual, of value and worth, both to his teacher and to his peers. The feelings which the child acts out in creative processes and evinces in various non-verbal responses are often the result of only partially understood ideas which he cannot yet express verbally.

The teacher then must learn to observe body movements, gestures, and emotional reactions and so adapt the classroom procedures, realizing that the child, like the teacher himself, feels, reacts, and understands within the framework of his past experiences.

The sensitive teacher will also be aware that his own non-verbal communication -- his physical movements, his facial expressions, his eyes or his touch -- can help the child feel secure and accepted.

Empathy and discovering different new procedures in human relationships enable the teacher to develop and protect channels of communication, both verbal and non-verbal, providing a sound foundation for the child's educational and personal growth.

TYPES OF PROGRAM STRUCTURES

Seven - Month

Twenty school districts in the Texas Child Migrant Program participate in the Seven-Month School Program that is specially funded by the Minimum Foundation School Program. The school districts in this program have high concentrations of migrant children and are located in the Rio Grande Valley and South Texas. Because of the migration patterns in these areas, migrant children return to these areas in the latter part of October and leave in the latter part of April, thus they are not able to begin or to complete the regular ten month school session.

To compensate for the inability of migrant children to attend school the entire ten-month term, a special seven-month school year is operating in the twenty districts. This type of school operates for a minimum of one hundred and thirty-five (135) instructional days, and the school day is extended so that the children are exposed to the same number of instructional hours as are children in the regular program.

It is necessary that the migrant children in this program be grouped together in separate classrooms. This allows for all the children to begin and end the school year at the same time. The teacher is also able to concentrate on using special instructional methods and techniques that attack the unique educational problems of migrant children. This type of organization also allows for proper reporting in order that a peak load attendance formula for the allocation of teachers can be utilized. When possible the migrant children should participate with non-migrants in such activities as art, music, physical education and field trips.

Enrichment

Each school district that participates in the Texas Child Migrant Program must provide supplementary educational services to a number of migrant children that is commensurate with the number upon which the maximum grant is based. There are various ways that these supplementary services can be provided. The various plans that school districts may employ are discussed below.

Each school district should review its own situation and after consideration of factors involved develop a program that conforms to one or a combination of these plans.

I. Extended Day

The migrant children are integrated into the regular school program and participate in school day activities as do non-migrant children. At the end of the regular school day, one extra hour of instruction

is provided. Interested and highly competent teachers are employed from Title I Migrant Funds for this extra hour and are assigned classes of migrant children not to exceed fifteen (15) in number. Assignment of children to classes should be based on factors such as interests, fluency in English, and conceptual development rather than age or grade placement.

This extended hour should be devoted primarily to oral language development. The teacher should plan interesting and new instructional activities that provide opportunities for migrant children to use and develop their fluency in English. The instructional activities should, as much as possible, be different from those activities that they participate in during the day, and the basal texts should not be used.

II. Extra Services During Day

Personnel may be employed with Title I Migrant Funds during the regular school day to provide supplementary instructional activities for migrant children. These activities should be primarily in the area of language arts with the emphasis on oral language development. Other subject matter areas may be emphasized in these plans, depending on the identified needs of the children, but only after oral language development has been provided.

In these plans, the migrant children are integrated into the regular school program and participate in school day activities as do non-migrant children. Ancillary services are provided with either Title I Regular or Title I Migrant Funds for migrant children as needed.

A. Resource Teacher in Special Classroom

A special classroom containing appropriate materials and equipment is provided a teacher employed with Title I Migrant Funds. This teacher should be specially trained in the area of language arts with emphasis in language development. If possible, a full-time teacher aide will work with the teacher. The pupil-teacher ratio for these classes should never exceed fifteen (15) to one (1).

During the day, migrant children identified as needing special work in language arts come to this classroom for one period. Based on identified needs, the teacher provides appropriate special instruction for these children. This instruction should be aimed at alleviating identified deficiencies and in no way should it be the same type of instruction the children are getting in the regular classroom.

B. Circulating Resource Teacher

A specialized language arts teacher is employed with Title I Migrant Funds. This person should be specially trained in the area of language arts with emphasis in language development. She must also be able to work with other teachers because of the necessity for coordination between teachers inherent in this plan.

The classrooms with high concentrations of migrant children are identified and the schedule is constructed so that the resource teacher can work with those classes at least one period a day. This teacher will circulate from classroom to classroom and work with each regular classroom teacher in a team teaching type

situation. The schedule for each classroom should be structured so that the supplementary teacher is scheduled in the classroom during the language arts period. The special teacher will take the group of migrant children into one section of the room to work on specially designed activities while the regular classroom teacher conducts the language arts class with the remainder of the children. This provides a specially trained teacher to work with small groups of migrant children for at least one period each day.

C. Providing Special Services with Teacher Aides

Teacher aides who have special training (i.e. college coursework, Migrant and Preschool Programs sponsored institute, local staff development reviewed by Migrant and Preschool staff) in the area of language arts and any other content area where they will be used, may be used in a quasi-instructional role to provide more individualized instruction for migrant children by helping to reduce the teacher pupil ratio during language arts.

The teacher aide will rotate during the day to those classrooms that have high concentrations of migrant children to assist the teacher during the language arts period by working with groups of migrant children. The classroom teacher may group the children so that the aide can work with one group while she works with another. The teacher and aide should not work with the same groups every day, but should plan so that each child receives about the same amount of instruction by the teacher. The situation may indicate the need for the teacher aide to be in classrooms of highest concentrations of migrant children for more than the language arts period, but this will vary from campus to campus.

Activities to be conducted by teacher aides cannot be those that introduce or initiate concepts and they may not conduct any other teaching activity, but may be used only to expand upon or reinforce, through teacher planned activities, concepts that were presented by the teacher. The teacher aide is not to assume the role of the teacher.

III. Separate Migrant Classroom - Non-Graded

Classrooms that contain only migrant children may be provided on a self-contained basis. The organizational structure of this plan is that of non-graded (see Non-Graded Programs.) The pupil teacher ratio of these classes is not to exceed twenty-two (22) to one (1), and it is recommended that each of these classes have a full-time teacher aide.

School districts that select this plan may use Title I Migrant Funds to employ classroom teachers for the program. The district must also use the Minimum Foundation Program Classroom Teaching Units earned by the migrant children who participate in the program to teach migrant children in this plan. The combination of Title I Migrant funds teachers and Minimum Foundation Program CTU's will provide for reduced teacher pupil ratios for the children. For example, one hundred twenty (120) migrant children will earn three (3) CTU's for the coming year. The school district may use these three (3) CTU's and employ three (3) teachers from Title I Migrant funds to provide six (6) teachers for the children in a non-graded structure.

The selection of this plan has implications for structural changes in the

regular school program that are discussed in the section on Non-Graded Programs.

IV. Combinations

Combinations of the above plans may be employed by school districts to allow for participation of greater numbers of children. It may not be feasible to provide the same program for all migrant children because of factors involved such as availability of personnel or length of bus route. In such instances, combinations of the available plans would be encouraged.

Non-Graded

The non-graded structure allows teachers to cope with the individual differences of children and to deal more effectively with the various problems of the migrant child. Children are able to maintain continuous progress at their respective levels without prearranged stop-and-go barriers of grades. The flexible grouping allows the classroom to be organized around achievement, interest, and work study skill groups simultaneously. The stigma of non-promotion is eliminated, and this allows each child to experience success. Scope and sequence of the curriculum is easier to maintain with each child because the material is presented on the child's level.

Children achieve at varying rates in the different subject matter areas; therefore, classrooms will need to have several levels of instruction in these areas. Within a class, one child may be achieving on level three in reading and level five in mathematics, where another child may be achieving on level four in reading and level three in mathematics. To individualize instruction in this class, there would need to be levels three, four, and five in reading and mathematics.

The non-graded structure also allows greater flexibility for vertical movement of children. Children do not necessarily have to remain with the same teacher or in a certain level for the entire year. A child who progresses rapidly through the material of a certain level may proceed to the next level automatically. If this level is not taught in his present classroom, he may be moved to a different classroom and a different teacher. Children may move anytime they have completed the prescribed level of work, but such movement necessitates comprehensive record keeping and communication by teachers.

Various factors should be involved in initially placing children in classes. The ability in language arts is the criterion that is given the greatest consideration when placing children in a non-graded structure. Other criteria to be considered are mathematics achievement, special interests, strengths of individual teachers, and other aspects schools feel are important. The age of children should be taken into consideration, but it is not necessary that classes be confined to a specific narrow age group. It is important that the age differential not be too great, and that older children not be placed with younger children. Age variations can range two and one-half years, depending on the physical and mental maturity of the individual child and that of the children with whom he is to be placed.

The grading of children should be based on several factors. The primary consideration should be the child's progress as compared to his potential.

Both teacher made tests and standardized tests may be used to determine progress. Also, consideration should be given to the child's progress as compared to his classmates and the child's progress as compared to the normal progress of children of his own age level. No child should receive a failing grade. He should progress, and if he does not, the teacher should evaluate the material or the method used to assure that the materials are appropriate for the child. No child is ever retained. He remains in a level until he has successfully completed it and then moves on. The stigma of failure, which these children all too frequently experience, is eliminated when the children experience success moving from one level to another.

The adoption of the non-graded structure would necessitate a change in the organizational pattern of the entire school. Non-graded classes cannot be taught in isolation because of the necessity for fluid movement of children from level to level. One teacher is unable to effectively teach at many levels because of the time required to plan for and work with children at the various levels; therefore, there must be a teacher at the next level when a child is ready to move to that level regardless of the time during the year. Thus, this demonstrates that the operation of an isolated non-graded class is not feasible or workable.

For those school districts that are interested in pursuing this type of program, bibliographies are available from the Migrant and Preschool Programs.

TEACHER-TEACHER AIDE INTERPERSONAL RELATIONSHIP

Teachers and teacher aides should have an understanding of their roles in the education of the migrant child. It is essential for the teacher and the aide to develop a harmonious working relationship in order that their tasks be successfully accomplished. It is necessary for teacher and teacher aide to respect the rights of each other, as leader and as paraprofessional, in order that valuable rapport be established.

The role of an aide is one of helping the teacher with the children's process of personal development. This role involves a positive attitude toward the worth of the individual that will permeate all interactions with children. The teacher and the aide must work and plan together in order to obtain a better understanding of the cultural background of the children and the problems that persist in the school. While planning the daily classroom schedule, the teacher must encourage the aide to help find new workable techniques that will enhance the instructional program. This can be done by daily meetings in which the teacher explains the goals and objectives of the lesson to the aide.

The teacher and aide should be aware of their roles as well as being cognizant of each other's responsibility. In working with the teacher, the aide must remember that the teacher is in charge of the classroom; therefore, he should be able to follow directions and to accept constructive criticisms, but the aide should be given some opportunity to show initiative and offer suggestions in the performance of duties. He should realize, however, that the teacher must make the final decision.

School-community relations can be strengthened when the teacher and the aide gain support for the school by helping parents and other citizens understand the objectives and activities of the migrant school program. Many people who would not listen to teachers will listen to aides because of the closer rapport between the aide and the community. Aides are in a unique position

to serve as a link in establishing better communications between the school and the community. As paraprofessionals they are closely allied with the professional personnel; as citizens of the community they are closely allied with other members of the community. Frequently the aide, with help of the teacher, is able to gain the trust of parents and change hostile parents into enthusiastic supporters of the school program by working with them informally. The aide should keep in mind that the principal is administratively responsible for the school. If problems arise between aides and teacher, they should be discussed with the teacher before being presented to the principal. A high standard of ethics should always prevail in and outside the classroom between teacher and teacher aide.

The teacher should always provide the teacher aide with every opportunity for professional growth. Specific suggestions for professional growth should include:

- . Observing the teacher in the classroom
- . Reading literature on child development, on the disadvantaged child, and other topics related to his work
- . Attending inservice programs specifically designed for aides
- . Attending college programs specifically designed for aides
- . Taking regular college courses
- . Attending inservice programs with teachers

SUGGESTIONS FOR UTILIZATION OF THE TEACHER AIDE

It should be noted that a teacher aide should at all times be under the direct supervision of a certified teacher. It is important that the teacher aide not be utilized as a substitute teacher unless such person is qualified and as such should receive full substitute teacher pay.

I. Semi-Instructional

- . Daily conferences with teacher
- . Supervise seatwork
- . Supervise free reading
- . Read stories aloud to groups or individuals
- . Listen to oral reading
- . Mark papers with aid of key
- . Aid in drills
- . Help students to understand directions in study books, study helps, and other books or papers
- . Help supervise directed play activities
- . Review previously taught skills
- . Set up and help supervise listening stations
- . Supervise group activity at chalk board
- . Instruct children on proper use and safe handling of tools
- . Help students with make-up work
- . Assist substitute teacher
- . Collect and return assignments

- . Drill children who need additional practice after the teacher has established a pattern structure
- . Give individual help to student at request of teacher
- . Work with small groups to emphasize or establish skills taught previously by the classroom teacher

II. Clerical Duties

- . Compile material in permanent folder
- . Post grades on permanent record cards, grade books, and report cards
- . Maintain a folder of representative work for each pupil
- . Type stencils and master carbons
- . Operate duplicating machine
- . Distribute supplies
- . Distribute notices
- . Inventory of classroom textbooks and library books
- . Order supplies
- . Write assignments on board
- . Collect lunch money, P. T. A. dues, picture money, Red Cross money, etc.
- . Check roll

III. Monitorial Duties

- . Supervise clean-up time
- . Operate duplicating machine
- . Operate audio-visual equipment
- . Set up and dismantle displays and demonstrations
- . Keep equipment and materials clean and in operating condition
- . Prepare charts
- . Cafeteria supervision and assistance of students
- . Playground supervision under direction of teacher
- . Bus supervision under direction of teacher
- . Small group supervision
- . Hall and campus duty
- . Supervise rest periods and rest activities
- . Help children arrange bulletin boards

IV. Routine

- . Room health check: hair, hands, fingernails, etc.
- . Help students with wraps
- . Assist in processing students for visual, hearing, and dental screening and inoculations
- . Run errands

ANCILLARY SERVICES

Ancillary services are of vital concern to the success of a migrant program. Economic and health deficiencies are factors causing many of the existing educational problems of the migrant students. The psychological effect caused by poverty is another detrimental factor. Therefore, the primary objective, to educate the migrant child and develop his potentials to the maximum, depends upon the use of ancillary services needed by the children.

One of the leading problems that schools encounter with economically deprived students is the high incidence of illnesses which affect a student's achievement performance. Physical examinations should be given early in

the school year to detect and eliminate hindering health problems. Qualified personnel, such as medical doctors, dentists, registered nurses, and others should be employed to provide these needed health services. All migrant students participating in a supplementary educational program identified as needing food services should be provided a free noon meal. A morning and afternoon snack should be provided also, where needed.

Poor clothing and unkempt appearances tend to give the child a feeling of shame and inferiority. For the students who are in need, proper clothing should be provided to help alleviate some of these feelings.

Equally important is the need to establish a strong home-school relationship. The social worker and visiting teacher should coordinate their efforts in the interest of the child, school, and home. Making home visitations at the beginning of the program will establish a better understanding with a stronger resultant working relationship between home and school. Through genuine and sincere interest in the problems of the student, the personnel involved in ancillary services will obtain the parents' assistance to help reduce truancy and behavioral problems and to improve the child's attitude and achievement.

PARENTAL EDUCATION

Parental education in the school program is extremely important to the effectiveness of the educational program in meeting the needs of children. Parents of migrant children must be helped to realize that they need to support the school in its effort to educate their children and the school must realize that it must make an effort to work with the parent in educating them in the importance in education. Finding ways and means to educate these children needs to become a challenge to the parents just as it is to school personnel. Not only should the goals of parents for their children complement those of the school, but the goals of both of these basic institutions which are exerting such a tremendous influence on the development of the child should reinforce each other. The primary responsibility for initiating good relations between the school and the home rests with the school personnel; however, the parents, too, must become interested, cooperative citizens. Attitudes are improved and understanding is increased as a result of informed interaction among the children, their parents, and school personnel. The school must be concerned with

- . Developing among parents of migrant children positive attitudes toward the school
- . Changing the educational philosophy of despairing parents of migrant children and in helping them to take a more active interest in the education of their children
- . Helping to create a more desirable relationship between parents and teacher
- . Bringing the thinking of the community to bear upon the problems of the school.

Suggested guidelines for involving parents of the disadvantaged children in the school program are:

1. Principals, counselors, nurses, visiting teachers and classroom teachers must combine their efforts to help these parents develop an interest in the education of their children.
2. Community groups and concerned school patrons can use their influence to help get indifferent parents interested in their children.
3. Home visitations can be very helpful in establishing rapport with the migrant community. Preparations have to be made prior to making home visits. It is well to remember that home visits can be invaluable in establishing good relationships between parents and the school, but if not carefully planned they may further alienate the parents.
4. Small group meetings should be held for these parents because they are unresponsive to the usual invitations to visit the school or to attend a Parent-Teacher Meeting.
 - A. There has to be an immediate value to be gained from attending the meeting such as:
 1. Explanation of programs their children are in, for example, preschool
 2. Sewing or cooking hints for the women
 3. Carpentry or athletics for the men
 4. Discussion groups planned by the members
 5. Other "doing" projects
 - B. Official leaders should be able to disseminate valuable information in a tactful manner acceptable to the group.
 - C. School officials furnish guidance to the groups, but effort should be made to keep their own participation to a minimum.
 - D. Encourage group participation in all activities.
 - E. Use leadership from within the group as much as possible.
 - F. Selection of membership for the group will depend upon objectives.

Some parents work and they are unable to visit the school during school hours. Therefore, we must consider parental education as embracing more than parental participation in the school program or visitation to the school. Parental education must include ways of showing parents how to help their children at home. For example, parents should understand the importance of:

- . Taking time at home to have their children relate their school experiences
- . Gaining an interest in their children's progress in school
- . Having their children attend school every day
- . Encouraging their children to spend more time studying at home and at after school study centers.

The success of a program for parental education depends greatly upon the personalities of the school staff working in the program. The staff members should be knowledgeable in human relations. Just as teachers are expected to allow for individual differences in planning an educational

program for students, it is essential to allow for individual differences in working with parents. It should be remembered to extend to all parents a sincere welcome, help them to feel important, and let them know their help is needed.

REGION EDUCATION SERVICE CENTERS CONSULTANTS

The work of the migrant consultants employed by the Education Service Centers will be principally in the areas of: teacher inservice, classroom visitations, program development and community awareness. The inservice for teachers will consist of various types of local and area workshops. Workshops will be planned to aid teachers and teacher aides in methods and techniques which can be used in teaching migrant children. The goals of the workshops will vary with local and area needs.

It is not sufficient merely to expose teachers to new methods and techniques; teachers must also be allowed to practice using the new methods and techniques until these become internalized, thereby facilitating their implementation in the classroom. Teachers must be exposed to the theory, live demonstration, and personal application of methods and techniques that will help children develop communication skills (through ESL and/or Bilingual Education), develop fundamental mathematical concepts and acquire skills, develop science concepts (process approach), acquire a positive self-image, and understand their cultural heritage.

The workshops are organized in various forms: local workshops in which the teachers and aides of one school system are involved, local workshops involving teachers of a specific subject area or grade (reading, pre-school, etc.), local workshops for all teacher aides, and/or area workshops to which several school districts may be invited.

Classroom visitation is an important part of the consultant's work. The visitations are made to the school districts involved in the Texas Child Migrant Program; this includes schools having a variety of organizational approaches, such as: self-contained classes, tutorial classes, and extended day classes. The primary purpose of classroom visitation is to give consultants the opportunity to become aware of the total instructional program and to establish rapport with the teachers. Consultants need to look at the physical facilities, personnel's personal attitudes and instructional weaknesses and strengths, materials available and used, classroom organization, scheduling, lesson plans, and overall program objectives. A survey of the above helps the consultant determine what areas can best be remediated on a one-to-one correspondence, what areas can best be improved through large group therapy, and most important how individual teachers and teacher aides can best be helped and/or encouraged. Theoretical advice or concrete assistance may be given the teacher in all of the following areas: how to improve the classroom appearance, materials (transparencies, film strips, books) to supplement certain classroom activities or units, how to schedule so as to make the best use of time and aides, how to group (large and small) for instruction, how to develop specific measurable objectives and lesson plans. Finally the consultant may, with teacher's consent, do a full day demonstration, exposing the teacher to the actual implementation of the theory to which the consultant has been giving lip-service. This must be followed up by observing the teacher use the same methods and techniques, giving the teacher feedback,

modifying methods, materials, and/or techniques and re-teaching.

The principal and/or superintendent must in all cases be advised of the purpose of the visits, findings, follow-up steps, and final outcome. Basic to the success of this or any approach is an awareness by the administration of the philosophy and objectives of the Migrant Program, an understanding of the methods and techniques being taught to the teachers, and an understanding of the role of the consultant for migrant education. It is good policy for all consultants to meet with the administrator(s) before and after making classroom visits.

The consultants are also involved in program development. Since they are engaged directly in working with the local schools, they are aware of the program needs. As a result, ESC consultants can help the local districts in planning, implementing, and evaluating their programs. The consultants can give advice on personnel requirements, how to make the most advantageous use of aides, types of curricula available, and materials best suited to the local needs.

Community awareness consists of two parts. First, the community usually has been inadequately informed concerning the objectives of the program. It is essential that the community as a whole understand the program. The consultants could inform the community through group presentations to P.T.A.'s, civic groups, community groups.

The second part is that of parental education. School personnel are having many difficulties in this area. The consultants must help the school administrators, teachers, nurses, and liaison personnel become aware of what is meant by parental education. The consultants can provide assistance in developing strategies that will bring the school and the parent together.

The migrant consultants work out of the regional educational service centers, but the philosophies and guidelines of the Migrant and Preschool Program as developed at Texas Education Agency should be followed. There should be two-way communication between the centers and the Migrant and Preschool Director regarding the type of activities engaged in by the migrant divisions of the centers as well as Migrant and Preschool activities which may have a bearing on the center's migrant activities. The migrant consultants work with schools having a high percentage of migrants. Their first obligation is to the schools participating in the Texas Child Migrant Program. If there is time, then consultants may work with schools having migrants but not participating in the Texas Child Migrant Program. Basically, the consultants must work either with teachers in classrooms having migrant children and in the program, or with teachers having a high percentage of migrant children.

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